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ABSTRACT

This text summarizes the state of knowledge in the field of early childhood integration of children with disabilities. The 14 chapters are grouped in sections which focus on relationships, curriculum planning, organizational supports, and values/attitudes, respectively. Chapters have the following titles and authors: "Ecological Perspectives on the Implementation of Integrated Early Childhood Programs" (Charles A. Peck); "Language Intervention: Research and Implications for Service Delivery" (Angela Notari and Kevin Cole); "Social Interaction Skills Interventions for Young Children with Disabilities in Integrated Settings" (Samuel L. Odom and William H. Brown); "Providing Family Support in Integrated Settings: Research and Recommendations" (Pamela L. Winton); "Innovations in Early Childhood Education: Models that Support the Integration of Children of Varied Developmental Levels" (Sherrill Richarz); "Implementing Individualized Curricula in Integrated Settings" (Mark Wolery and Lucy A. Fleming); "Facilitating Integrated Preschool Service Delivery Transitions for Children, Families, and Professionals" (Mary Frances Hanline); "Consultation and Collaboration: Essentials of Integration Efforts for Young Children" (Marci J. Hanson and Anne H. Widerstrom); "Staff Development in Support of Integration" (Susan Kontos and Nancy File); "Integrated Early Childhood Programs: Research on the Implementation of Change in Organizational Contexts" (Charles A. Peck et al.); "Comprehensive Educational, Social, and Policy Forces that Affect Preschool Integration" (Phillip S. Strain and Barbara J. Smith); "The Effects of Attitude on Preschool Integration" (Zolinda Stoneman); "Integrated Programs: Effects on Young Children and Their Parents" (Suzanne Lamorey and Diane D. Bricker); and "Integration: Campaign for the New Century" (Diane D. Brick et al.). (DB)